

# OSU Center for Teaching and Learning

## Oral Presentation Rubric

	Exemplary	Proficient	Developing	Novice
<b>PRESENTATION CONTENT</b>				
<b>Introduction</b>	Introduced topic, established rapport and explained the purpose of presentation in creative, clear way capturing attention.	Introduced presentation in clear way.	Started with a self introduction or “My topic is” before capturing attention.	Did not clearly introduce purpose of presentation.
<b>Content Selection</b>	All information was relevant and appropriate to requirements of the assignment	Most information relevant; some topics needed expansion or shortened.	Information was valid but not explicitly related to the purpose.	Information was not relevant to the audience or directly related to the assignment
<b>Organization</b>	Contains a clear central message and clearly-identifiable sections featuring purposeful organizational pattern (e.g., chronological, problem-solution, analysis of parts, etc.)	Central message is identifiable; sections of the speech may vary in explicit organizational pattern, which influences the audience engagement level or comprehension of the central message.	Central message is not clearly and/or easily identifiable by audience; sections may be in need of further organization and clarity	Does not contain central message or identifiable organizational pattern
<b>Transitions</b>	Effective, smooth transitions that indicated transitions in presentation topic or focus.	Included transitions to connect key points but often used fillers such as um, ah, or like.	Included some transitions to connect key points but over reliance on fillers was distracting.	Presentation was choppy and disjointed with a lack of structure.
<b>Conclusion</b>	Ends with an accurate conclusion tying the content back to the opening with a dynamic 25 words or less close. Transitioned into close so audience was ready for it.	Ends with a summary of main points showing some evaluation but over the 25-word limit. Transitioned to close.	Ends with a recap of key points without adding a closing twist.	Ends with only a recap of key points or with no transition to closure.
	<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Novice</b>
<b>PHYSICAL PRESENTATION AND DELIVERY</b>				
<b>Length</b>	Time used efficiently. Within 20 seconds of allotted time.	Within 40 seconds of allotted time.	Within 1 minute of allotted time.	Substantially longer or shorter than indicated by assignment.
<b>Visual Aids (where)</b>	Slides, posters, and/or handouts are professional and easy to read.	Slides contain appropriate material but too much text or	Slides, handouts, materials with occasional typos,	Typos throughout slides and materials. Does not include

<b>appropriate)</b>	Materials enable speaker to focus on presentation and provide audience with important resources for later consideration.	too many images/builds. Handouts and other materials provide useful information for further consideration but may not directly relate to central topic.	unclear organization, and/or questionable applicability to presentation. All slides include significant amounts of text.	handouts; too much text on slides. Material on slide either is identical to speaker's speech or completely disconnected from it.
<b>Vocal Qualities</b>	Clear, strong voice with vocal variation to demonstrate interest in the subject. Precise pronunciation of terms.	Voice is clear but drops in volume at times; still uses vocal variation to show interest.	Voice is soft or lacks vocal variation.	Voice is soft and monotone.
<b>Eye Contact</b>	Maintains eye contact; seldom returning to notes; presentation is like a planned conversation. Speaker obviously prepared and has a solid grasp of the subject.	Student maintains eye contact most of the time but frequently returns to notes. Speaker spent significant time preparing and appears at ease but doesn't elaborate.	Some eye contact, but not maintained and at least half the time reads from notes. Speaker needed more practice or knowledge of their topic.	Reads all or most of report with no eye contact. It is likely the speaker did not practice out loud. Unlikely the speaker would be able to answer questions about the topic.
<b>Gestures/ Posture</b>	Confident demeanor, gestures add to style, and hands are used to describe or emphasize.	Confident demeanor; may need to add or subtract gestures to emphasize points.	Slumping posture, hands stuck at sides or on podium OR Shifting weight or pacing.	Slumping posture, hands stuck at sides or on podium AND Shifting weight or pacing.
<b>Audience Engagement</b>	Involved audience in presentation; held their attention throughout by getting them actively involved in the speech and using original, clever, creative approach.	Presented facts with some interesting "twists"; held attention most of the time by interacting with them.	Some related facts but went off topic and lost audience. Failed to utilize method to pull the audience into the speech.	Speaker fails to hold audience attention for half or less of the presentation
<b>Appearance of speaker</b>	Appropriate for occasion and audience.	For the most part appropriate for the occasion and audience.	Somewhat inappropriate (hair keeps falling in eyes, jewelry distracting).	Inappropriate clothes for event or audience.

Adapted from Cindy Kenkel, "Teaching Presentation Skills in Online Business Communication Courses," *Managerial Communication Oral Presentation Evaluation and AAC&U Oral Communication Metarubric*.